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ABSTRACT

This study examined enrollment trends at the level of individual majors for Nova Southeastern University, Florida. The results should provide support for the evaluation of the major, enrollment planning at the program and center levels, and more detailed context for program review and university strategic planning. The study includes an analysis of fall 2000 enrollments by major and data on enrollment trends between fall 1996 and fall 2000. The data also provide for analysis of enrollment trends in each major by racial/ethnic category or gender to provide a context for program evaluation. Majors were ranked university-wide and within academic centers by size and ethnic/racial enrollment. The master's degree in education and the doctorate in educational leadership were found to comprise 17% of the total university enrollment in degree programs. Analysis of minority enrollments by major indicated that specific majors are particularly attractive to specific groups. For example, Hispanic students dominate enrollments in the Master's in International Business program, while Black students gravitate to majors in education and public administration. Analysis of this type of data may provide valuable information for enrollment management, marketing, and strategic planning. Six appendixes contain specific details about rankings of majors. (SLD)

Nova Southeastern University

Enrollments in the Academic Majors: Trends between Fall 1996 and Fall 2000 Volume One

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Executive Summary

Previous studies by Research and Planning of trends in enrollment and racial/ethnic diversity of university students focused on the institutional and academic center levels. This study examines enrollment trends at the level of individual majors. The results contained in this report should provide support for evaluation of the major, enrollment planning at the program and center level, and provide more detailed context for program review and university strategic planning.

The study includes an analysis of fall 2000 enrollments by major and detailed data on enrollment trends between fall 1996 and fall 2000. The data provide for analysis of enrollment trends in each major by racial/ethnic category or gender. Such data provide context for program evaluation by describing each major's racial/ethnic and gender composition, and their patterns of growth or decline.

Majors were ranked in the context of programs university-wide and within academic centers by size and by fall 2000 enrollment of students from racial/ethnic minorities. For example, the GTEP program and the doctorate in educational leadership were found to comprise 17 percent of the total university enrollment in degree programs. Moreover, analysis of minority enrollments by major suggest that specific majors are particularly attractive to specific racial/ethnic groups. For example, Hispanic students dominate enrollments in the Master's in International Business Program, while black students gravitate to majors in education and public administration.

Examination of trends in student demographics within individual majors provides a deeper understanding of enrollment trends observed at the center and university levels. Moreover, analysis at the level of the major may provide valuable information for enrollment management, marketing, and strategic planning within programs and centers.

INTRODUCTION

Research and Planning recently published a report examining trends in enrollment and student demographics at the level of the academic center (Fredda, 2000). The advent of evaluation of institutional effectiveness at the level of individual academic majors at NSU led to the current study that examines trends in enrollment by *major*. Previous studies of enrollment trends at NSU had not taken the analysis down to the major. The results contained in this report should provide support for evaluation of the major, enrollment planning at the program and center level, and provide more detailed context for program review and university strategic planning.

One component of the enrollment trends reported here and in previous studies of NSU students is racial/ethnic diversity. Recent events in a number of states around the country seeking to abolish affirmative action in college and university admissions may have significant effects in the future on the level of racial/ethnic diversity, especially in public colleges and universities. Similarly, the development of alternate approaches to assuring adequate racial/ethnic diversity on college campuses, such as guaranteeing admission to a prescribed proportion of the top students at all high schools around the state, may also have pronounced effects on the racial/ethnic diversity of campuses. Such schemes do not yet address admission to graduate or first-professional programs.

Independent colleges and universities often are not bound by state legislation that may prescribe admission policy at public colleges and universities. For example, Florida now requires its public universities to admit any student graduating among the top 20 percent of their high school class (Governor Bush's Equity in Education Plan, 1999). Nova Southeastern University and other independent colleges and universities in Florida are not bound by this policy. However, the policy could have an impact on enrollment of students from racial/ethnic minorities at independent colleges and universities around the state.

Prior to this change in admission policy for public institutions, the Independent Colleges and Universities of Florida (ICUF) and the Florida State University System (SUS) served very similar proportions of students from racial/ethnic minorities (see for example Atherton, 2000). The state of Florida first instituted the new admission policy described above for the 2000-2001 academic year, so it is too soon to see its effect on campus diversity.

This and previous studies of the demographics of students enrolled at NSU (MacFarland, 1995, 1997; Fredda, 2000) serve to document the level of racial/ethnic diversity within academic centers. The enrollment trends described in these reports demonstrate substantial progress in reaching out to minority students and may provide direction for future efforts. In addition, they provide a source of baseline data to gauge possible future effects of the recent changes in admission policies at the SUS.

Finally, information contained in this report provides the potential for a deeper understanding of enrollment trends observed at the center and university levels. Moreover, analysis at the level of the major may provide valuable information for enrollment management, marketing, and strategic planning within programs and centers.

METHODS

Only majors appearing on the official list of majors approved by the president and most recently revised in January 2001 are included in this report. Majors in existence less than three years were not included because insufficient data were available to describe trends in enrollment. If the name of a major changed during the five year period, then both names were used in tables (e.g., humanities/liberal studies).

Data presented here came from reports prepared by Research and Planning in conjunction with data collection for the IPEDS Fall Enrollment Surveys for fall terms 1996-2000. The data were contained in reports on file that break out IPEDS enrollments at the level of the academic major. Data reports were run in mid December of each year. Although the data are not end of term enrollments, generally these data and end of term data differ by no more than a few percent. Data for fall 1996 and 1997 came from the previous student information system (SIS) and data for fall 1998-2000 came from the Banner system.

Students were classified using definitions and methods prescribed by the National Center for Education Statistics (NCES). In this methodology, nonresident aliens comprise a separate category and are *not* classified according to their race/ethnicity. If they were distributed in accord with their race/ethnicity, then counts of students from racial/ethnic minorities might be slightly higher for some programs.

RESULTS

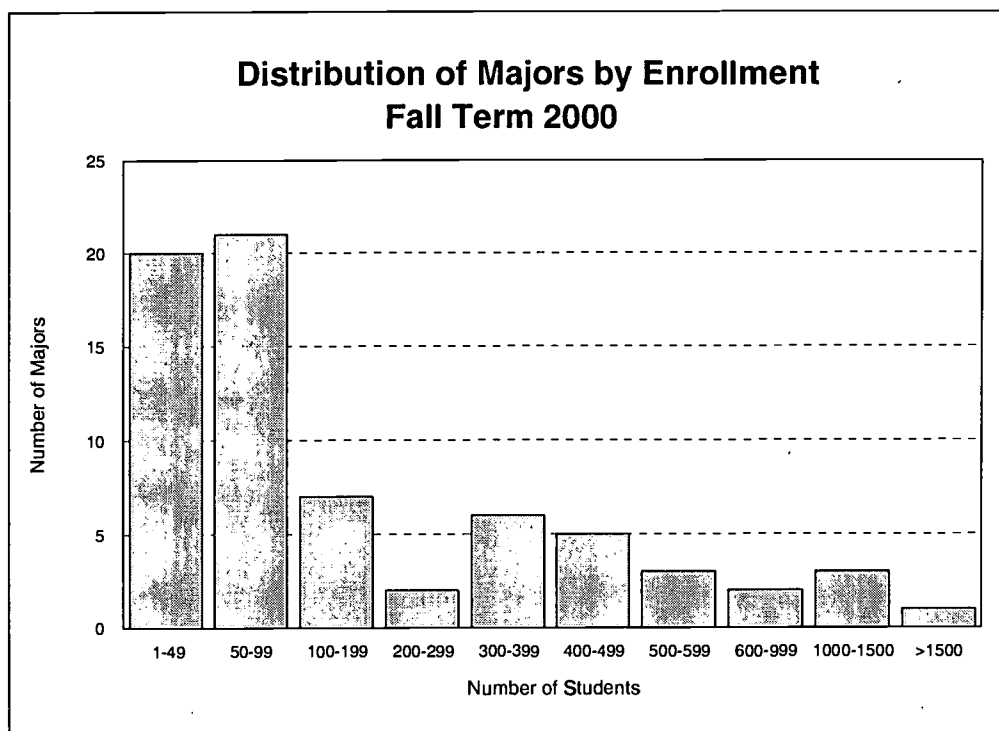
Academic Majors Ranked by IPEDS Fall 2000 Enrollment

Appendix A shows fall 2000 enrollment data for current majors university-wide organized by center and degree level. Majors in each academic center are ranked within degree level by total enrollment. The table shows which majors in each center have the highest enrollment, their percentage of center enrollment, and their percentage of degree level enrollment.

Appendix B ranks majors in descending order of total fall 2000 enrollment without regard to which academic center has administrative oversight. This table shows which majors *university-wide* have the largest enrollment and their proportion of total university enrollment.

Figure 1 shows the distribution of majors university-wide by size. The majority of majors (59%) had less than 100 students. Twenty nine percent of majors had less than 50 students.

Figure 1



Appendix B also shows that the five largest majors collectively comprise approximately 40 percent of the total enrollment in degree programs university-wide. The ten largest majors encompass 55 percent of the total enrollment, and the twenty largest majors include 78 percent of the total enrollment in degree programs university-wide.

Top Five Majors

The first column of Table 1 below shows the top five majors ranked in descending order of total enrollment. The first-ranked GTEP master's in education is almost 2.5 times larger than each of the other four. The latter majors had approximately 1,000 students each. Three of the top five majors are graduate programs. The fourth and fifth ranked majors are the bachelor's in professional management and the Juris Doctor Program.

Table 1

Top Five Majors Ranked in Descending Order of Fall 2000 Enrollments

Total Enrollment	Total Number of Students from Minorities	Total Number of Black Students	Total Number of Hispanic Students
Master's in Education (GTEP) (2,476)	Master's in Education (GTEP) (1,227)	Master's in Education (GTEP) (746)	Master's in Education (GTEP) (451)
MBA (1,260)	MBA (525)	Ed.D. in Educational Leadership (406)	MBA (210)
Ed.D. in Educational Leadership (1,111)	Ed.D. in Educational Leadership (476)	MBA (278)	B.S. in Elementary Education (185)
B.S. in Professional Management (1,024)	B.S. in Professional Management (464)	B.S. in Professional Management (268)	B.S. in Professional Management (181)
Juris Doctor (961)	B.S. in Elementary Education (324)	Educational Specialist (220)	Doctor of Pharmacy (176)

Appendix C ranks majors university-wide by the number of students from all racial/ethnic minorities combined without regard to which academic center has administrative oversight. Appendixes D and E rank the majors by the number of black and Hispanic students, respectively. It should be noted that in this report, nonresident aliens were classified separately and were not included in counts of students from racial/ethnic minorities (see Methods above).

Table 1 summarizes the results of the rankings for total minority enrollment (column 2), and for enrollment of black (column 3) and Hispanic students (column 4). Numbers in parenthesis show the actual number of minority students in the program by category.

Four of the five majors with the largest enrollment (column 1) also had the largest number of students from racial/ethnic minorities university-wide (column 2). However, the bachelor's in elementary education had the fifth highest minority enrollment, but ranked eighth in total enrollment.

Appendix F shows detailed data for fall 2000 for the number and proportion of students from racial/ethnic minorities enrolled in current majors university-wide organized by center and degree level. The data show which majors in the center have the highest proportion of minority enrollments.

Table 2 summarizes the results of ranking majors by the *proportion* of students from all minorities, and by the *proportion* of black and Hispanic students. The results indicate which majors are most attractive to particular racial/ethnic minority groups.

Column one of Table 2 shows the top five majors ranked in descending order of the proportion of students from all racial/ethnic minorities. When majors are ranked according to the number of students from minorities as a *percentage* of total enrollment in the major, the rankings no longer coincide with majors with the highest enrollment.

While the master's in health services administration had the highest proportion of students from racial/ethnic minorities, it ranked twenty-third in the total *number* of minority students (Appendix C). It had approximately equal numbers of black and Hispanic students and did not rank among the top five in the number enrolled in either of these categories.

The bachelor's in elementary education ranked third in the proportion of students from minorities and fifth in the total number of students from racial/ethnic minorities. However, it ranked second in the proportion and third in the number of Hispanic students enrolled among all majors university-wide. Therefore, it ranked high in both number and proportion of students from minorities.

The educational specialist program ranked second in the proportion of students from minorities and in the proportion of black students. It ranked fifth in the total number of black students enrolled among majors university-wide.

Table 2

**Top Five Majors Ranked in Descending Order of Proportion
of Students from Racial/Ethnic Minorities in Fall 2000**

Proportion of Students from Minorities	Proportion of Black Students	Proportion of Hispanic Students
Master's in Health Services Administration (63 percent)	Master's in Public Administration (45 percent)	Master's in International Business (46 percent)
Educational Specialist (61 percent)	Educational Specialist (44 percent)	B.S. in Elementary Education (35 percent)
B.S. in Elementary Education (61 percent)	Ed.D. in Educational Leadership (37 percent)	Doctor of Pharmacy (30 percent)
B.S. in Exceptional Education (61 percent)	Doctor of Public Administration (36 percent)	B.S. in Applied Professional Studies (29 percent)
Master's in Public Administration (58 percent)	B.S. in Exceptional Education (35 percent)	B.S. in Legal Studies (28 percent)

Data in Appendix B also allow for ranking of majors within each degree level offered at NSU. The results are shown in Table 3 below.

Table 3

Top Five Majors by Degree Level with the Largest Fall 2000 Enrollments

Bachelor's	Master's	Doctoral	First-Professional
Professional Management	GTEP	Educational Leadership	Juris Doctor
Elementary Education	Business Administration (MBA)	Business Administration (DBA)	Osteopathic Medicine
Biology	Teaching and Learning	Higher Education (all specializations)	Pharmacy
Exceptional Education	Mental Health Counseling	Child and Youth Studies	Dental Medicine
Business Administration	Speech-Language Pathology	Clinical Psychology (Psy.D.)	Optometry

Appendix C includes enrollment data for nonresident aliens by major. While overall only four percent of the total university enrollment for fall 2000 was nonresident aliens, some majors have a considerably higher proportion. The master's in business administration and the bachelor's in professional management serve the largest number of nonresident aliens; they represented 16 percent (202 students) and 18 percent (181 students) of the total enrollments for those programs, respectively. The master's in human resource management (30 percent) and the master's in international business (27 percent) had the highest proportion of nonresident aliens, but the number of aliens enrolled was only 39 and 36 students, respectively.

Highlights of Five-Year Trends in Enrollment for Individual Academic Majors

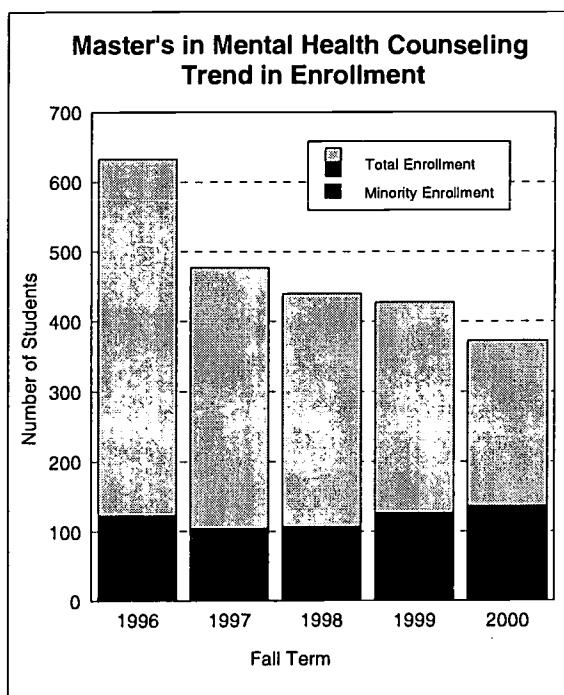
Appendixes G-O in Volume Two contain tables showing enrollments by gender and by race/ethnicity for fall terms from 1996-2000 for individual majors. The following highlights majors where trends in enrollment are particularly noteworthy.

Center for Psychological Studies

The center houses three master's programs and the Psy.D. and Ph.D. in clinical psychology. The doctoral programs in clinical psychology and the master's in mental health counseling are the largest programs in the center (see Appendix A).

During the period 1996-2000, enrollments in the Mental Health Counseling Program declined by 41 percent (Volume Two, Appendix G). As shown in Figure 2, the decline was in the number of white students. Concurrently, there was an increase in the proportion of students from racial/ethnic minorities from 20 percent to 37 percent. However, the increase in proportion was due primarily to the decrease in white students rather than substantial increases in the number students from minorities.

Figure 2



During the same period, enrollments in the School Guidance and Counseling Program increased by 20% with enrollment ranging from approximately 60-75 students. At the same time, the proportion of students from racial/ethnic minorities increased from 27-46% (Appendix G). The number of Hispanic students remained relatively constant, while the number of black students increased four-fold.

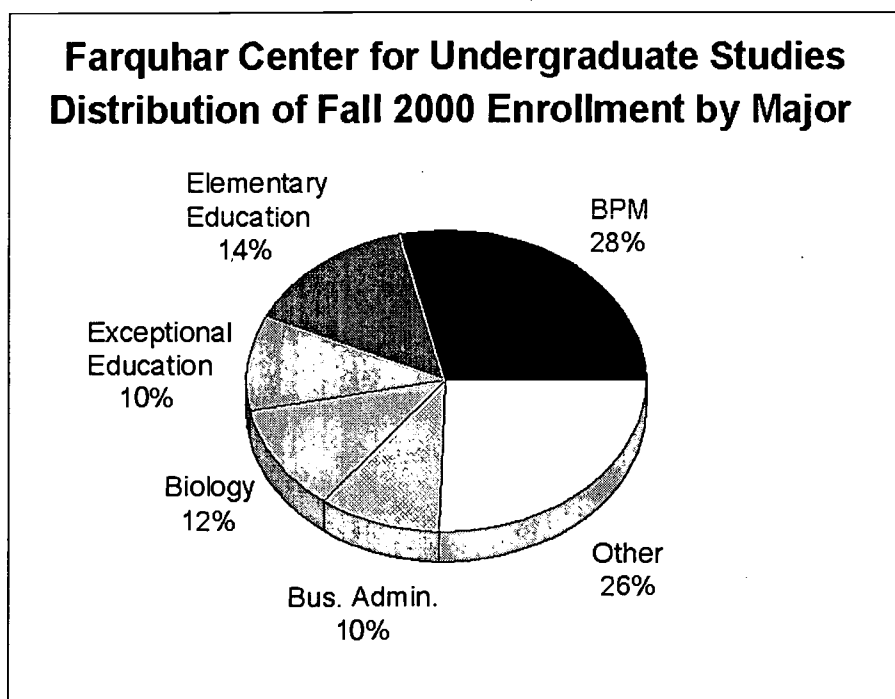
Farquhar Center for Undergraduate Studies

The Farquhar Center for Undergraduate Studies fall 2000 enrollments ranged from ten to 1,024 students in each major. Majors are ranked within the center by total enrollment in Appendix A. The bachelor's degree in professional management (BPM) was the largest and humanities was the smallest.

As shown in Figure 3 below, the majority of students (74 percent) were enrolled in five majors in the center. The BPM program encompassed 28 percent of the center's enrollment in degree programs. Professional management was also the fourth largest major university-wide (Appendix B), and the fourth largest in enrollment of students from racial/ethnic minorities university-wide (Appendix C).

Majors in elementary education and exceptional education had the largest minority enrollments in the center (Appendix A), and the fifth and tenth largest minority enrollments university-wide, respectively (Appendix B). Both programs had 61% of their students from racial/ethnic minorities. Elementary education and exceptional education ranked sixth and seventh, respectively, in the number of black students enrolled university-wide. They ranked third and eighth in the number of Hispanic students enrolled university-wide.

Figure 3



Appendix H in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments in most majors remained relatively constant. The major in biology (premed) is an exception; it grew 136 percent over the five year period. Enrollments in elementary education, applied professional studies, and humanities/liberal studies declined by 30-57 percent during the five year period.

Fischler Graduate School of Education and Human Services

Master and doctoral degree programs in the Fischler Graduate School of Education and Human Services ranged in size from 20-2,476 students enrolled in fall 2000 (Appendix A). The largest program in the center is the Graduate Teacher Education Program (GTEP) which represents 17 percent of the total university enrollment (master's plus educational specialist). The master's degree component of GTEP is the largest program university-wide comprising 14 percent of the university's enrollment (Appendix B). The doctorate in educational leadership ranks third in enrollment university-wide.

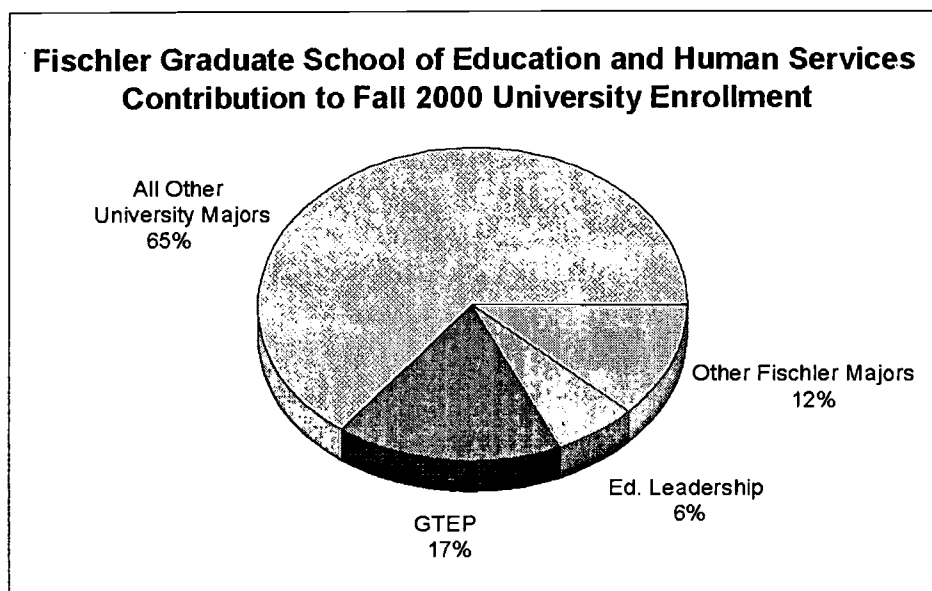
Figure 4 below shows that degree programs in the Fischler Graduate School collectively represent 35 percent of the total university enrollment in degree programs. The GTEP programs represent nearly half of the school's enrollment.

The GTEP master's and the educational leadership doctoral programs also ranked first and third in the number of students from minorities enrolled university-wide (Appendix C). The GTEP master's program had 49 percent minority students and the educational specialist program had

the highest proportion (61 percent) of minority students in the center in fall 2000 (Appendix F). The Educational Leadership Program had 43 percent minority students.

The GTEP master's program ranked first in the number of both black and Hispanic students enrolled in fall 2000 university-wide (Appendixes D and E). The Educational Leadership Program ranked second in the number of black students enrolled in fall 2000 university-wide, but eleventh in Hispanic enrollment.

Figure 4



Appendix I in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments in most majors remained relatively constant. The most outstanding exception was the doctorate in instructional technology and distance education; it increased in size five-fold (from approximately 40 to 200 students.) Enrollments in the master's in human services (all specializations combined) declined by 30 percent over the last five years.

Health Professions Division

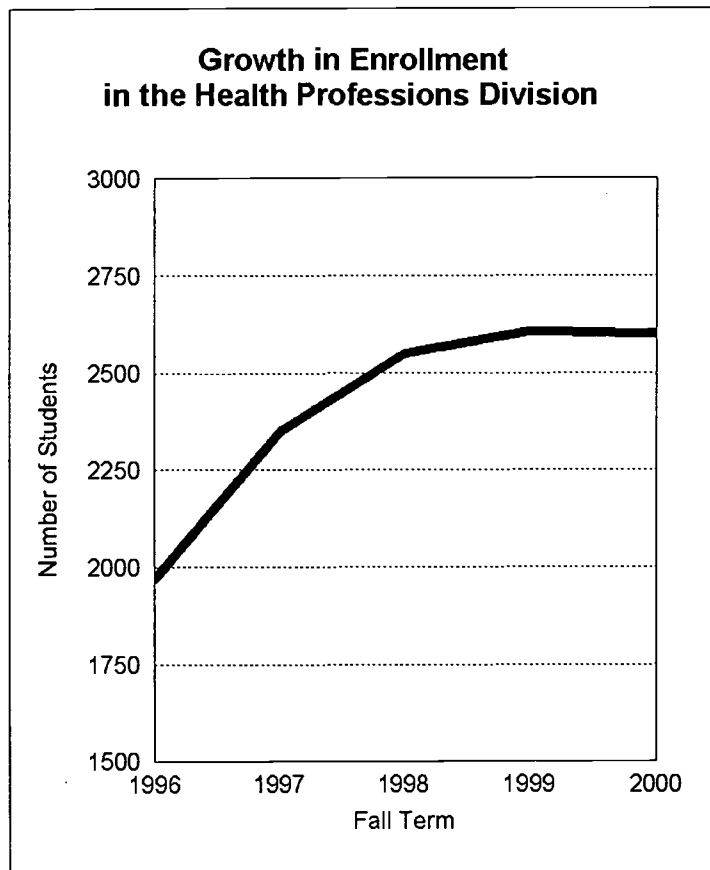
Master's, doctoral, and first-professional programs in the Health Professions Division (HPD) ranged in size from 34-681 in fall 2000. Majors are ranked within the division by total enrollment in Appendix A. The four first-professional programs have the largest enrollments in the division ranging from 386-681 students. The Doctor of Osteopathic Medicine and the Doctor of Pharmacy ranked sixth and seventh, respectively, in total enrollments university-wide.

The four first-professional programs of HPD rank among the top 20 in total minority student enrollment university-wide. The Doctor of Pharmacy ranks seventh, and the Doctor of Osteopathic Medicine ranks eleventh in the number of students from racial/ethnic minorities enrolled university-wide.

Within programs of the division, the proportion of minority students enrolled in fall 2000 ranged from 13-57 percent. Among the first-professional programs, the Doctor of Pharmacy Program had the highest proportion (50 percent) of students from racial/ethnic minorities; thirty percent of students enrolled were Hispanic (Appendix F). Pharmacy ranked fifth university-wide in Hispanic enrollment. However, Asians were the predominant minority group represented in the Doctor of Osteopathic Medicine and Doctor of Optometry Programs.

Appendix J in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the division. During the five year period examined, overall division enrollment increased by 31 percent. However, total enrollment has fluctuated only slightly around 2,600 for the last three years (Figure 5). Some programs exhibited modest growth, while others declined in enrollment. For example, enrollments in the Physician Assistant Program decreased by 61 percent, and those in the Master of Physical Therapy Program went down 54 percent between fall 1996 and fall 2000. The Doctor of Dental Medicine Program grew 2.6-fold during the five year period, and osteopathic medicine grew 21 percent.

Figure 5



Oceanographic Center

Fall 2000 enrollments in the center's master's programs ranged from 9-66 (Appendix A). The largest program was the master's in marine biology. Only a few doctoral students were enrolled each year. In keeping with national trends in enrollment in scientific disciplines, few students from racial/ethnic minorities enrolled in the center's programs. Appendix K in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center.

Graduate School of Computer and Information Sciences

Master's and doctoral programs in the Graduate School of Computer and Information Sciences ranged in size from 8-156 students enrolled in fall 2000 (Appendix A). The largest program in the center and the sixth largest master's program university-wide was the master's in management information systems. Enrollments of students from racial/ethnic minorities ranged from 9-16% in master's programs and 17-29 percent in doctoral programs (Appendix F).

Appendix L in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments in two programs increased substantially. Both the master's in computer science and the master's in management information systems grew two-fold between fall 1996 and fall 2000. Enrollments in other master's programs remained relatively constant. The doctoral program in computing technology in education grew two-fold, and the doctoral program in information systems grew four-fold during the five year period.

Graduate School of Humanities and Social Sciences

Master's and doctoral programs in the Graduate School of Humanities and Social Sciences ranged in size from 68-95 students enrolled in fall 2000 (Appendix A). The largest program in the center was the doctorate in dispute resolution. This program ranked eighth university-wide among the 20 doctoral programs included in this study (excluding first-professional programs). Enrollments of students from racial/ethnic minorities in center programs ranged from 25-36 percent (Appendix F).

Appendix M in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments declined by 35 percent in the master's in dispute resolution program, but increased three-fold in the doctorate in dispute resolution. Enrollments also increased by 31 percent in the doctorate in family therapy.

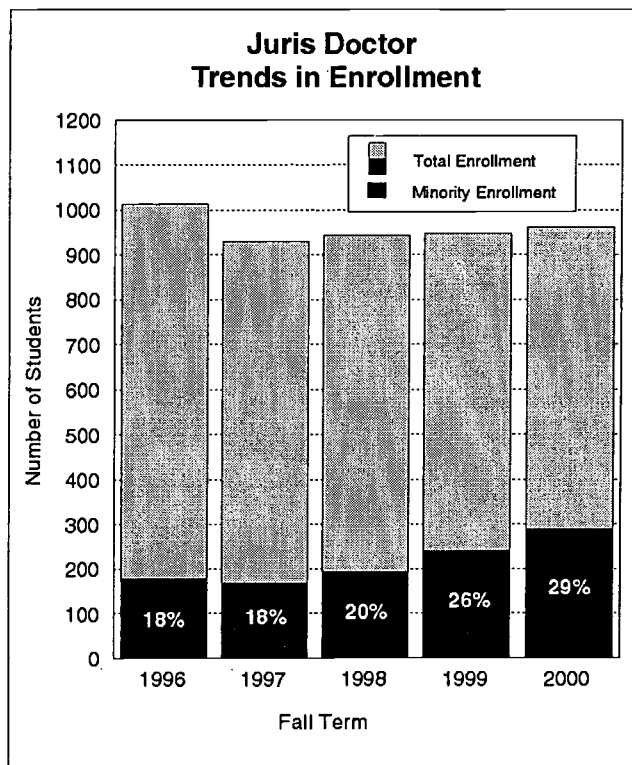
Shepard Broad Law Center

The Juris Doctor Program ranked fifth in total fall 2000 enrollment (Appendix B) and eighth in the number of students from racial/ethnic minorities (Appendix C) university-wide. The program ranked tenth in the number of black students and sixth in the number of Hispanic students enrolled university-wide in fall 2000 (Appendixes D and E).

Appendix N in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for the Juris Doctor Program. Between fall 1997 and fall 2000, total enrollment and the proportion of male and female students remained relatively constant.

During the same period, the proportion of students from racial/ethnic minorities increased from 18 to 29 percent. Figure 6 shows that the increase in proportion was due to a real increase in the number of students from racial/ethnic minorities, and not a reduction in white student enrollment as seen in the Mental Health Counseling Program (Figure 2).

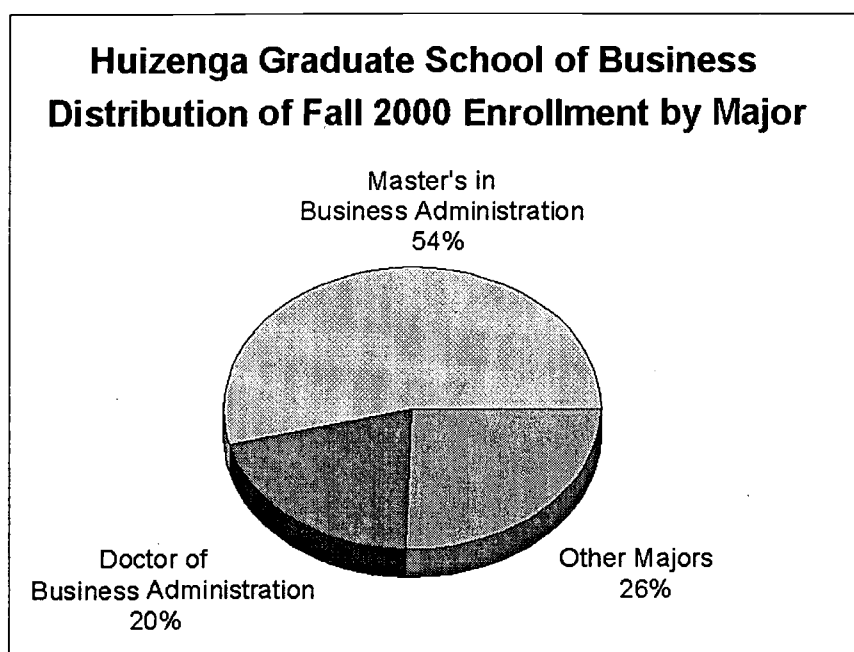
Figure 6



Wayne Huizenga Graduate School of Business and Entrepreneurship

Graduate business programs included in the study ranged in size from 67-1,260 students enrolled in fall 2000 (Appendix A). The largest program in the center was the MBA program which was the second largest program university-wide. The MBA program represented 54 percent of the center's enrollment in degree programs (Figure 7). It also ranked second in the number of students from racial/ethnic minorities, second in the number of Hispanics, and third in the number of black students enrolled in fall 2000 university-wide.

Figure 7



The Doctor of Business Administration (DBA) ranked eleventh in total enrollment among all programs university-wide (Appendix B). It was the second largest doctoral program university-wide (excluding first-professional programs). The DBA program represented 20 percent of the center's enrollment in degree programs.

The proportion of students from racial/ethnic minorities in fall 2000 ranged from 23-63 percent in center programs (Appendix F). Among minority students enrolled, four of the six master's programs had a preponderance of black students. The master's in public administration had 45 percent and the doctoral program had 36 percent black students. However, the master's in international business had 46 percent Hispanic students enrolled, but the doctoral program had only four percent Hispanic students.

Appendix O in Volume Two shows trends in enrollment between fall 1996 and fall 2000 for each major in the center. During the five year period examined, enrollments increased by 31 percent in the Master's in International Business Program, by 40 percent in the Master's in Public Administration, and by 66 percent in the Master's in Human Resource Management. Enrollments in the Master of Accounting Program declined by 29 percent during the period. Enrollments in the doctorate in international business increased from 26 to 53 students.

The number of Hispanic students enrolled for a master's in international business tripled during the five year period. In fall 2000, 46 percent of the fall 2000 enrollment in the program was Hispanic.

A similar increase was seen for black students enrolled for a master's in public administration. The number of black students in the program tripled during the five year period. In fall 2000, 45 percent of the fall 2000 enrollment in the program was composed of black students.

Associated with increased enrollments in the Master's in Human Resource Management Program was a 37 percent reduction in white students, and a four-fold increase in black students. The number of nonresident aliens also tripled during the period resulting in a doubling of their proportion of program enrollment from 16 percent in fall 1996 to 30 percent in fall 2000.

Although total enrollments in the MBA Program remained relatively constant during the five year period, the number and proportion of both black and Hispanic students doubled. At the same time, the number of nonresident aliens enrolled decreased by approximately 20 percent.

DISCUSSION

Fredda (2000) examined changes in enrollments of students from racial /ethnic minorities over the period fall 1995 to fall 1999 by academic center. During this period, minority enrollments increased by 44 percent university-wide. All centers had increases in minority students except for the Graduate School of Computer and Information Sciences and the Oceanographic Center. This is in keeping with trends nationally indicating that few black and Hispanic students choose careers in science and mathematics.

The most pronounced increases in minority enrollments were seen in the Fischler Graduate School of Education and Human Services (58 percent), the Graduate School of Humanities and Social Sciences (two-fold), the Health Professions Division (86 percent), the Shepard Broad Law Center (35 percent), and the Wayne Huizenga Graduate School of Business and Entrepreneurship (47 percent).

The current study documents trends in enrollments by major allowing for a deeper understanding of trends at the university and center levels. For example, the GTEP program and the doctorate in educational leadership are major contributors of students from racial /ethnic minorities to center and university enrollments. These two programs dominate enrollment trends in the center and comprise 29 percent of the minority enrollment university-wide.

Analysis of enrollments by major revealed that the primary contributors to increased minority enrollment observed in HPD as a whole (Fredda, 2000) were the first-professional programs in pharmacy, osteopathic medicine, and dental medicine. However, in the Graduate School of Humanities and Social Sciences all majors contributed to increases in center minority students nearly equally. In the graduate school of business, the MBA program dominated enrollment trends in the center and was primarily responsible for the increases in minority enrollments observed at the center-level.

Another potential use of enrollment trends at the level of individual majors is for marketing and strategic planning. For example, analysis of minority enrollments by major suggest that specific majors are particularly attractive to specific racial/ethnic groups. The master's in international business was composed of 46 percent Hispanic students-the highest proportion of Hispanic students in any major university-wide (Appendix F). The master's in public administration was composed of 45 percent black students-the highest proportion of black students in any major university-wide.

In general, black students appear to gravitate to particular majors in education and public administration, but primarily at the bachelor's and master's level. For example, Appendix F shows a variety of majors with enrollments of black students representing a third or more of the total enrollment in the program. With few exceptions the proportion of Hispanic students in the same majors is commonly 15 percent or less.

In addition, there are some majors with nearly equal proportions of black and Hispanic students, and a high proportion of students from racial /ethnic minorities overall. The most outstanding examples include the master's in health services administration, and bachelor's degrees in elementary education and exceptional education with black and Hispanic students representing approximately 60 percent of the total enrollment in each program.

Findings such as those above help to put more global trends in enrollment into better perspective, and allow for a more strategic approach to planning and decision-making by deans and program directors. The results may also guide marketing and recruitment efforts, and planning for academic support of students.

Finally, the data provide context for program evaluation by describing each major's racial/ethnic and gender composition, and their patterns of growth or decline. Data contained in this study were provided prior to publication to persons preparing reports on majors being evaluated for the 2000-2001 report cycle. Deans and program directors may find this to be a valuable data source when additional majors are evaluated next year and beyond. It is anticipated that enrollments by major will be updated annually to support the evaluation process.

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Appendix A

Majors Ranked Within Academic Centers by Fall 2000 Enrollment

Program	Enrollment by Major	Percent of Total Center Enrollment	Percent of Degree Level Enrollment
Center for Psychological Studies			
Master's in Mental Health Counseling	373	42%	81%
Master's in School Guidance and Counseling	74	8%	16%
Master's in Psychopharmacology (Postdoctoral master's)	12	1%	3%
Doctorate in Clinical Psychology, Psy.D.	310	35%	71%
Doctorate in Clinical Psychology, Ph.D.	128	14%	29%
Fischler Graduate School of Education and Human Services			
<u>Master's Programs</u>			
Master's in Education (GTEP) All specialties combined	2,476	40%	71%
Master's in Teaching and Learning	586	9%	17%
Master's in Speech-Language Pathology	313	5%	9%
Master's in Human Services	81	1%	2%
Master's in Instructional Technology and Distance Education	27	<1%	1%
Educational Specialist (GTEP) All specialties combined	505	8%	---
<u>Doctoral Programs</u>			
Doctorate in Educational Leadership	1,111	18%	50%
Doctorate in Higher Education	465	8%	21%
Doctorate in Child and Youth Studies	378	6%	17%
Doctorate in Instructional Technology and Distance Education	202	3%	9%
Doctor of Speech-Language Pathology	32	1%	1%
Doctor of Audiology	20	<1%	1%
Oceanographic Center			
Master's in Marine Biology	66	62%	---
Master's in Marine Biology and Coastal Zone Management	16	15%	---
Master's in Coastal Zone Management	13	12%	---
Master's in Marine Environmental Science	9	8%	---
Doctorate in Oceanography/Marine Biology	3	3%	---
Graduate School of Computer and Information Sciences			
<u>Master's Programs</u>			
Master's in Management Information Systems	156	24%	43%
Master's in Computing Technology in Education	75	11%	21%
Master's in Computer Information Systems	73	11%	20%
Master's in Computer Science	61	9%	17%

Appendix A
Majors Ranked Within Academic Centers by Fall 2000 Enrollment
Continued

Program	Enrollment by Major	Percent of Total Center Enrollment	Percent of Degree Level Enrollment
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Graduate School of Computer and Information Sciences

Doctoral Programs

Doctorate in Information Systems	101	15%	34%
Doctorate in Computing Technology in Education	94	14%	32%
Doctorate in Computer Science	50	8%	17%
Doctorate in Computer Information Systems	42	6%	14%
Doctorate in Information Science	8	1%	3%

Graduate School of Humanities and Social Sciences

Doctorate in Dispute Resolution	95	31%	56%
Doctorate in Family Therapy	76	25%	44%
Master's in Family Therapy	71	23%	51%
Master's in Dispute Resolution	68	22%	49%

Wayne Huizenga Graduate School of Business and Entrepreneurship

Master's Programs

Master's in Business Administration	1,260	54%	72%
Master's in International Business	134	6%	8%
Master's in Human Resource Management	128	5%	7%
Master's in Accounting	85	4%	5%
Master's in Health Services Administration	85	4%	5%
Master's in Public Administration	67	3%	4%

Doctoral Programs

Doctor of Business Administration (Combine all specialties)	483	21%	83%
Doctor of International Business Administration	53	2%	9%
Doctor of Public Administration	44	2%	8%

Health Professions Division

Bachelor's in Physician Assistant	76	3%	---
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Master's Programs

Master's in Occupational Therapy	137	5%	41%
Master's in Physical Therapy	130	5%	39%
Master's in Biomedical Sciences	35	1%	10%
Master's in Public Health	34	1%	10%

Appendix A
Majors Ranked Within Academic Centers by Fall 2000 Enrollment
Continued

Program	Enrollment by Major	Percent of Total Center Enrollment	Percent of Degree Level Enrollment
Health Professions Division			
<u>Doctoral Programs</u>			
Doctor of Osteopathic Medicine	681	27%	33%
Doctor of Pharmacy	591	24%	28%
Doctor of Dental Medicine	405	16%	19%
Doctor of Optometry	386	15%	18%
Doctorate in Occupational Therapy	31	1%	1%
Shepard Broad Law Center			
Juris Doctor	961	---	---
Farquhar Center for Undergraduate Studies			
<u>Bachelor's Degrees</u>			
Professional Management	1,024	29%	29%
Elementary Education	522	15%	15%
Biology (Life Sciences)	415	12%	12%
Exceptional Education	358	10%	10%
Business Administration	356	10%	10%
Psychology	295	8%	8%
Legal Studies	100	3%	3%
Computer Information Systems	89	2%	2%
Accounting	86	2%	2%
Sport and Wellness Studies	76	2%	2%
Early Childhood Education	69	2%	2%
Computer Science	66	2%	2%
Paralegal Studies (Legal Assistant Studies)	56	2%	2%
Marine Biology [Ocean Studies]	36	1%	1%
Applied Professional Studies	31	1%	1%
Humanities (Liberal Studies)	10	<1%	<1%

Appendix B
Majors University-wide Ranked by Fall 2000 Total Enrollment

Rank	Program	Enrollment in the Major	Percent of University Enrollment	Cumulative Percent of University Enrollment
1	Master's in Education (GTEP) All specialties combined	2,476	14%	14%
2	Master's in Business Administration	1,260	7%	21%
3	Doctorate in Educational Leadership	1,111	6%	28%
4	BS Professional Management	1,024	6%	33%
5	Juris Doctor	961	5%	39%
6	Doctor of Osteopathic Medicine	681	4%	43%
7	Doctor of Pharmacy	591	3%	46%
8	Master's in Teaching and Learning	586	3%	49%
9	BS Elementary Education	522	3%	52%
10	Educational Specialist (GTEP) All specialties combined	505	3%	55%
11	Doctor of Business Administration (Combine all specialties)	483	3%	58%
12	Doctorate in Higher Education	465	3%	61%
13	BS Biology (Life Sciences)	415	2%	63%
14	Doctor of Dental Medicine	405	2%	65%
15	Doctor of Optometry	386	2%	68%
16	Doctorate in Child and Youth Studies	378	2%	70%
17	Master's in Mental Health Counseling	373	2%	72%
18	BS Exceptional Education	358	2%	74%
19	BS Business Administration	356	2%	76%
20	Master's in Speech-Language Pathology	313	2%	78%
21	Doctorate in Clinical Psychology, Psy.D.	310	2%	79%
22	BS Psychology	295	2%	81%
23	Doctorate in Instructional Technology and Distance Education	202	1%	82%
24	Master's in Management Information Systems	156	1%	83%
25	Master's in Occupational Therapy	137	1%	84%
26	Master's in International Business	134	1%	85%
27	Master's in Physical Therapy	130	1%	85%
28	Doctorate in Clinical Psychology, Ph.D.	128	1%	86%
29	Master's in Human Resource Management	128	1%	87%
30	Doctorate in Information Systems	101	1%	87%
31	BS Legal Studies	100	1%	88%
32	Doctorate in Dispute Resolution	95	1%	89%
33	Doctorate in Computing Technology in Education	94	1%	89%
34	BS Computer Information Systems	89	1%	90%
35	BS Accounting	86	<1%	90%
37	Master's in Health Services Administration	85	<1%	91%
36	Master's in Accounting	85	<1%	91%
38	Master's in Human Services	81	<1%	92%
39	BS Sport and Wellness Studies	76	<1%	92%
40	BS Physician Assistant	76	<1%	92%
41	Doctorate in Family Therapy	76	<1%	93%
42	Master's in Computing Technology in Education	75	<1%	93%
43	Master's in School Guidance and Counseling	74	<1%	94%
44	Master's in Computer Information Systems	73	<1%	94%
45	Master's in Family Therapy	71	<1%	94%
46	BS Early Childhood Education	69	<1%	95%
47	Master's in Dispute Resolution	68	<1%	95%
48	Master's in Public Administration	67	<1%	96%
49	Master's in Marine Biology	66	<1%	96%
50	BS Computer Science	66	<1%	96%

Appendix B
Majors University-wide Ranked by Fall 2000 Total Enrollment
Continued

Rank	Program	Enrollment in the Major	Percent of University Enrollment	Cumulative Percent of University Enrollment
51	Master's in Computer Science	61	<1%	97%
52	BS Paralegal Studies (Legal Assistant Studies)	56	<1%	97%
53	Doctor of International Business Administration	53	<1%	97%
54	Doctorate in Computer Science	50	<1%	98%
55	Doctor of Public Administration	44	<1%	98%
56	Doctorate in Computer Information Systems	42	<1%	98%
57	BS Marine Biology (Ocean Studies)	36	<1%	98%
58	Master's in Biomedical Sciences	35	<1%	99%
59	Master's in Public Health	34	<1%	99%
60	Doctor of Speech-Language Pathology	32	<1%	99%
61	Doctorate in Occupational Therapy	31	<1%	99%
62	BS Applied Professional Studies	31	<1%	99%
63	Master's in Instructional Technology and Distance Education	27	<1%	99%
64	Doctor of Audiology	20	<1%	100%
65	Master's in Marine Biology and Coastal Zone Management	16	<1%	100%
66	Master's in Coastal Zone Management	13	<1%	100%
67	Master's in Psychopharmacology (Postdoctoral master's)	12	<1%	100%
68	BA Humanities (Liberal Studies)	10	<1%	100%
69	Master's in Marine Environmental Science	9	<1%	100%
70	Doctorate in Information Science	8	<1%	100%
71	Doctorate in Oceanography/Marine Biology	3	<1%	100%

Appendix C

Majors University-wide Ranked by Fall 2000 Total Minority Enrollment

Rank	Program	Total Enrollment	Total Minorities	White	Blacks	Hispanics	Other Minorities	Nonresident Aliens	Racial/Ethnic Unknown
1	Master's in Education (GTEP) All specialties combined	2,476	1,227	1,166	746	451	30	16	67
2	Master's in Business Administration	1,260	525	514	278	210	37	202	19
3	Doctorate in Educational Leadership	1,111	479	608	406	67	6	7	17
4	BS Professional Management	1,024	464	313	268	181	15	181	66
5	BS Elementary Education	522	324	184	137	185	2	2	12
6	Educational Specialist (GTEP) All specialties combined	505	297	189	220	74	3	6	13
7	Doctor of Pharmacy	591	291	248	41	176	74	26	26
8	Juris Doctor	961	288	602	90	172	26	8	63
9	BS Biology (Life Sciences)	415	221	156	68	97	56	18	20
10	BS Exceptional Education	358	218	121	124	91	3	7	12
11	Doctor of Osteopathic Medicine	681	205	449	23	50	132	10	17
12	BS Business Administration	356	148	158	69	67	12	34	16
13	Doctor of Optometry	386	142	223	13	35	94	11	10
14	Master's in Mental Health Counseling	373	137	202	59	71	7	20	14
15	Doctorate in Child and Youth Studies	378	137	227	108	21	8	3	11
16	Doctorate in Higher Education	465	132	313	100	17	15	7	13
17	BS Psychology	295	124	150	66	48	10	7	14
18	Doctor of Dental Medicine	405	123	230	7	49	67	31	21
19	Doctor of Business Administration (Combine all specialties)	483	116	313	83	18	15	41	13
20	Master's in International Business	134	69	26	5	62	2	36	3
21	Master's in Human Resource Management	128	55	29	41	11	3	39	5
22	BS Legal Studies	100	54	38	21	28	5	2	6
23	Master's in Health Services Administration	85	53	30	27	21	5	2	0
24	BS Computer Information Systems	89	51	28	26	18	7	7	3
25	Doctorate in Clinical Psychology, Psy.D.	310	50	245	10	36	4	9	6
26	Master's in Speech-Language Pathology	313	49	251	14	29	6	4	9
27	Doctorate in Instructional Technology and Distance Education	202	45	141	14	29	2	8	8
28	Master's in Teaching and Learning	586	44	484	37	3	4	4	54
29	BS Accounting	86	44	35	21	19	4	5	2
30	Master's in Physical Therapy	130	41	85	10	20	11	1	3
31	Master's in Public Administration	67	39	25	30	9	0	2	1
32	BS Computer Science	66	37	22	15	15	7	4	3
33	Master's in Accounting	85	34	43	7	23	4	6	2
34	BS Early Childhood Education	69	34	32	13	19	2	0	3
35	Master's in School Guidance and Counseling	74	34	38	25	9	0	0	2

Appendix C

Majors University-wide Ranked by Fall 2000 Total Minority Enrollment

Continued

Rank	Program	Total Enrollment	Total Minorities	White	Blacks	Hispanics	Other Minorities	Nonresident Aliens	Racial/Ethnic Unknown
36	Master's in Occupational Therapy	137	33	102	12	14	7	2	0
37	Doctorate in Information Systems	101	29	53	16	7	6	7	12
38	Master's in Human Services	81	28	44	23	5	0	3	6
39	BS Paralegal Studies (Legal Assistant Studies)	56	27	25	14	11	2	1	3
40	Master's in Management Information Systems	156	24	64	16	4	4	29	39
41	Doctorate in Dispute Resolution	95	24	63	20	1	3	5	3
42	Master's in Dispute Resolution	68	24	36	16	8	0	3	5
43	Doctorate in Clinical Psychology, Ph.D.	128	21	95	4	11	6	8	4
44	BS in Physician Assistant	76	21	46	5	10	6	5	4
45	Doctor of Public Administration	44	20	21	16	2	2	2	1
46	Master's in Family Therapy	71	20	45	10	8	2	3	3
47	Doctorate in Family Therapy	76	19	50	8	11	0	7	0
48	Master's in Public Health	34	19	13	8	4	7	1	1
49	BS Sport and Wellness Studies	76	19	54	9	9	1	1	2
50	Doctorate in Computing Technology in Education	94	16	62	9	6	1	1	15
51	Master's in Biomedical Sciences	35	15	18	2	6	7	1	1
52	Master's in Instructional Technology and Distance Education	27	13	9	9	3	1	3	2
53	BS Applied Professional Studies	31	12	18	3	9	0	0	1
54	Doctor of International Business Administration	53	12	31	5	2	5	9	1
55	Master's in Computer Information Systems	73	11	31	2	7	2	14	17
56	Doctorate in Computer Information Systems	42	10	25	6	3	1	3	4
57	Master's in Computer Science	61	10	26	2	3	5	12	13
58	Doctorate in Computer Science	50	9	34	2	0	7	1	6
59	Master's in Computing Technology in Education	75	7	38	3	4	0	1	29
60	BS Marine Biology (Ocean Studies)	36	6	29	0	5	1	0	1
61	Master's in Psychopharmacology (Postdoctoral master's)	12	5	7	0	5	0	0	0
62	Doctorate in Occupational Therapy	31	4	25	1	3	0	2	0
63	Master's in Marine Biology	66	4	57	0	3	1	2	3
64	Master's in Coastal Zone Management	13	3	10	0	3	0	0	0
65	Doctorate in Information Science	8	2	6	2	0	0	0	0
66	Doctor of Audiology	20	2	17	0	0	2	1	0
67	BA Humanities (Liberal Studies)	10	2	8	1	1	0	0	0
68	Doctor of Speech-Language Pathology	32	2	28	1	1	0	1	1
69	Master's in Marine Biology and Coastal Zone Management	16	1	15	0	1	0	0	0
70	Doctorate in Oceanography/Marine Biology	3	1	2	0	1	0	0	0
71	Master's in Marine Environmental Science	9	0	8	0	0	0	0	1

Appendix D

Majors Ranked by Fall 2000 Black Enrollment

Rank	Program	Black Students			Total Minorities	Total Enrollment
		No.	Percent of Total Minorities	Percent of Total Enrollment		
1	Master's in Education (GTEP) All specialties combined	746	61%	30%	1,227	2,476
2	Doctorate in Educational Leadership	406	85%	37%	479	1,111
3	Master's in Business Administration	278	53%	22%	525	1,260
4	BS Professional Management	268	58%	26%	464	1,024
5	Educational Specialist (GTEP) All specialties combined	220	74%	44%	297	505
6	BS Elementary Education	137	42%	26%	324	522
7	BS Exceptional Education	124	57%	35%	218	358
8	Doctorate in Child and Youth Studies	108	79%	29%	137	378
9	Doctorate in Higher Education	100	76%	22%	132	465
10	Juris Doctor	90	31%	9%	288	961
11	Doctor of Business Administration (Combine all specialties)	83	72%	17%	116	483
12	BS Business Administration	69	47%	19%	148	356
13	BS Biology (Life Sciences)	68	31%	16%	221	415
14	BS Psychology	66	53%	22%	124	295
15	Master's in Mental Health Counseling	59	43%	16%	137	373
16	Doctor of Pharmacy	41	14%	7%	291	591
17	Master's in Human Resource Management	41	75%	32%	55	128
18	Master's in Teaching and Learning	37	84%	6%	44	586
19	Master's in Public Administration	30	77%	45%	39	67
20	Master's in Health Services Administration	27	51%	32%	53	85
21	BS Computer Information Systems	26	51%	29%	51	89
22	Master's in School Guidance and Counseling	25	74%	34%	34	74
23	Master's in Human Services	23	82%	28%	28	81
24	Doctor of Osteopathic Medicine	23	11%	3%	205	681
25	BS Accounting	21	48%	24%	44	86
26	BS Legal Studies	21	39%	21%	54	100
27	Doctorate in Dispute Resolution	20	83%	21%	24	95
28	Master's in Dispute Resolution	16	67%	24%	24	68
29	Master's in Management Information Systems	16	67%	10%	24	156
30	Doctorate in Information Systems	16	55%	16%	29	101
31	Doctor of Public Administration	16	80%	36%	20	44
32	BS Computer Science	15	41%	23%	37	66
33	Doctorate in Instructional Technology and Distance Education	14	31%	7%	45	202
34	Master's in Speech-Language Pathology	14	29%	4%	49	313
35	BS Paralegal Studies (Legal Assistant Studies)	14	52%	25%	27	56
36	BS Early Childhood Education	13	38%	19%	34	69
37	Doctor of Optometry	13	9%	3%	142	386
38	Master's in Occupational Therapy	12	36%	9%	33	137
39	Doctorate in Clinical Psychology, Psy.D.	10	20%	3%	50	310
40	Master's in Physical Therapy	10	24%	8%	41	130
41	Master's in Family Therapy	10	50%	14%	20	71
42	BS Sport and Wellness Studies	9	47%	12%	19	76
43	Doctorate in Computing Technology in Education	9	56%	10%	16	94
44	Master's in Instructional Technology and Distance Education	9	69%	33%	13	27
45	Master's in Public Health	8	42%	24%	19	34
46	Doctorate in Family Therapy	8	42%	11%	19	76
47	Master's in Accounting	7	21%	8%	34	85
48	Doctor of Dental Medicine	7	6%	2%	123	405
49	Doctorate in Computer Information Systems	6	60%	14%	10	42
50	Master's in International Business	5	7%	4%	69	134
51	BS in Physician Assistant	5	24%	7%	21	76
52	Doctor of International Business Administration	5	42%	9%	12	53
53	Doctorate in Clinical Psychology, Ph.D.	4	19%	3%	21	128
54	Master's in Computing Technology in Education	3	43%	4%	7	75

Appendix D
Majors Ranked by Fall 2000 Black Enrollment
Continued

Rank	Program	Black Students			Total Minorities	Total Enrollment
		No.	Percent of All Minorities	Percent of Total Enrollment		
55	Applied Professional Studies	3	25%	10%	12	31
56	Master's in Biomedical Sciences	2	13%	6%	15	35
57	Doctorate in Computer Science	2	22%	4%	9	50
58	Doctorate in Information Science	2	100%	25%	2	8
59	Master's in Computer Information Systems	2	18%	3%	11	73
60	Master's in Computer Science	2	20%	3%	10	61
61	Doctor of Speech-Language Pathology	1	50%	3%	2	32
62	BA Humanities (Liberal Studies)	1	50%	10%	2	10
63	Doctorate in Occupational Therapy	1	25%	3%	4	31
64	Doctor of Audiology	0	0%	0%	2	20
65	Doctorate in Oceanography/Marine Biology	0	0%	0%	1	3
66	Master's in Marine Biology and Coastal Zone Management	0	0%	0%	1	16
67	BS Marine Biology [Ocean Studies]	0	0%	0%	6	36
68	Master's in Coastal Zone Management	0	0%	0%	3	13
69	Master's in Marine Biology	0	0%	0%	4	66
70	Master's in Psychopharmacology (Postdoctoral master's)	0	0%	0%	5	12
71	Master's in Marine Environmental Science	0	0%	0%	0	9

Appendix E

Majors University-wide Ranked by Fall 2000 Hispanic Enrollment

Rank	Program	Hispanic Students			Total Minorities	Total Enrollment
		No.	Percent of All Minorities	Percent of Total Enrollment		
1	Master's in Education (GTEP) All specialties combined	451	37%	18%	1,227	2,476
2	Master's in Business Administration	210	40%	17%	525	1,260
3	BS Elementary Education	185	57%	35%	324	522
4	BS Professional Management	181	39%	18%	464	1,024
5	Doctor of Pharmacy	176	60%	30%	291	591
6	Juris Doctor	172	60%	18%	288	961
7	BS Biology (Life Sciences)	97	44%	23%	221	415
8	BS Exceptional Education	91	42%	25%	218	358
9	Educational Specialist (GTEP) All specialties combined	74	25%	15%	297	505
10	Master's in Mental Health Counseling	71	52%	19%	137	373
11	Doctorate in Educational Leadership	67	14%	6%	479	1,111
12	BS Business Administration	67	45%	19%	148	356
13	Master's in International Business	62	90%	46%	69	134
14	Doctor of Osteopathic Medicine	50	24%	7%	205	681
15	Doctor of Dental Medicine	49	40%	12%	123	405
16	BS Psychology	48	39%	16%	124	295
17	Doctorate in Clinical Psychology, Psy.D.	36	72%	12%	50	310
18	Doctor of Optometry	35	25%	9%	142	386
19	Doctorate in Instructional Technology and Distance Education	29	64%	14%	45	202
20	Master's in Speech-Language Pathology	29	59%	9%	49	313
21	BS Legal Studies	28	52%	28%	54	100
22	Master's in Accounting	23	68%	27%	34	85
23	Master's in Health Services Administration	21	40%	25%	53	85
24	Doctorate in Child and Youth Studies	21	15%	6%	137	378
25	Master's in Physical Therapy	20	49%	15%	41	130
26	BS Early Childhood Education	19	56%	28%	34	69
27	BS Accounting	19	43%	22%	44	86
28	BS Computer Information Systems	18	35%	20%	51	89
29	Doctor of Business Administration (Combine all specialties)	18	16%	4%	116	483
30	Doctorate in Higher Education	17	13%	4%	132	465
31	BS Computer Science	15	41%	23%	37	66
32	Master's in Occupational Therapy	14	42%	10%	33	137
33	Doctorate in Family Therapy	11	58%	14%	19	76
34	Doctorate in Clinical Psychology, Ph.D.	11	52%	9%	21	128
35	Master's in Human Resource Management	11	20%	9%	55	128
36	BS Paralegal Studies (Legal Assistant Studies)	11	41%	20%	27	56
37	BS in Physician Assistant	10	48%	13%	21	76
38	BS Applied Professional Studies	9	75%	29%	12	31
39	Master's in Public Administration	9	23%	13%	39	67
40	Master's in School Guidance and Counseling	9	26%	12%	34	74
41	BS Sport and Wellness Studies	9	47%	12%	19	76
42	Master's in Family Therapy	8	40%	11%	20	71
43	Master's in Dispute Resolution	8	33%	12%	24	68
44	Master's in Computer Information Systems	7	64%	10%	11	73
45	Doctorate in Information Systems	7	24%	7%	29	101
46	Master's in Biomedical Sciences	6	40%	17%	15	35
47	Doctorate in Computing Technology in Education	6	38%	6%	16	94
48	BS Marine Biology (Ocean Studies)	5	83%	14%	6	36
49	Master's in Psychopharmacology (Postdoctoral master's)	5	100%	42%	5	12
50	Master's in Human Services	5	18%	6%	28	81
51	Master's in Public Health	4	21%	12%	19	34
52	Master's in Computing Technology in Education	4	57%	5%	7	75
53	Master's in Management Information Systems	4	17%	3%	24	156
54	Master's in Teaching and Learning	3	7%	1%	44	586

Appendix E
Majors University-wide Ranked by Fall 2000 Hispanic Enrollment
Continued

Rank	Program	Hispanic Students			Total Minorities	Total Enrollment
		No.	Percent of All Minorities	Percent of Total Enrollment		
55	Doctorate in Occupational Therapy	3	75%	10%	4	31
56	Master's in Marine Biology	3	75%	5%	4	66
57	Doctorate in Computer Information Systems	3	30%	7%	10	42
58	Master's in Coastal Zone Management	3	100%	23%	3	13
59	Master's in Computer Science	3	30%	5%	10	61
60	Master's in Instructional Technology and Distance Education	3	23%	11%	13	27
61	Doctor of Public Administration	2	10%	5%	20	44
62	Doctor of International Business Administration	2	17%	4%	12	53
63	Master's in Marine Biology and Coastal Zone Management	1	100%	6%	1	16
64	Doctor of Speech-Language Pathology	1	50%	3%	2	32
65	Doctorate in Dispute Resolution	1	4%	1%	24	95
66	BA Humanities (Liberal Studies)	1	50%	10%	2	10
67	Doctorate in Oceanography/Marine Biology	1	100%	33%	1	3
68	Doctorate in Computer Science	0	0%	0%	9	50
69	Doctor of Audiology	0	0%	0%	2	20
70	Doctorate in Information Science	0	0%	0%	2	8
71	Master's in Marine Environmental Science	0	0%	0%	0	9

Appendix F
Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000

Center for Psychological Studies

	Percent of Total Program Enrollment							
	Total Minorities		Blacks		Hispanics		Other Minorities	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Master's in School Guidance and Counseling	34	46%	25	34%	9	12%	0	0%
Master's in Mental Health Counseling	137	37%	59	16%	71	19%	7	2%
Doctorate in Clinical Psychology, Ph.D.	21	17%	4	3%	11	9%	6	5%
Doctorate in Clinical Psychology, Psy.D.	50	16%	10	3%	36	12%	4	1%
Master's in Psychopharmacology (Postdoctoral master's)	*	*	*	*	*	*	*	*

Fischler Graduate School of Education and Human Services

	Percent of Total Program Enrollment							
	Total Minorities		Blacks		Hispanics		Other Minorities	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Master's Programs								
Master's in Education (GTEP) All specialties combined	1227	49%	746	30%	451	18%	30	1%
Master's in Instructional Technology and Distance Education	13	48%	9	33%	3	11%	1	4%
Master's in Human Services (all specialties combined)	28	34%	23	28%	5	6%	0	0%
Master's in Speech-Language Pathology	49	15%	14	4%	29	9%	6	2%
Master's in Teaching and Learning	44	8%	37	6%	3	1%	4	1%
Educational Specialist (GTEP) All specialties combined	297	61%	220	44%	74	15%	3	2%
Doctoral Programs								
Doctorate in Educational Leadership	479	43%	406	37%	67	6%	6	0%
Doctorate in Child and Youth Studies	137	37%	108	29%	21	6%	8	2%
Doctorate in Higher Education	132	29%	100	22%	17	4%	15	3%
Doctorate in Instructional Technology and Distance Education	45	21%	14	7%	29	14%	2	<1%
Doctor of Speech-Language Pathology	*	*	*	*	*	*	*	*
Doctor of Audiology	*	*	*	*	*	*	*	*

*Too few students to provide meaningful data.

Appendix F
Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000
Continued

Graduate School of Computer and Information Sciences

	Percent of Total Program Enrollment							
	Total Minorities		Blacks		Hispanics		Other Minorities	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
<u>Master's Programs</u>								
Master's in Computer Information Systems	11	16%	2	3%	7	10%	2	3%
Master's in Computer Science	10	16%	2	3%	3	5%	5	8%
Master's in Management Information Systems	24	16%	16	10%	4	3%	4	3%
Master's in Computing Technology in Education	7	9%	3	4%	4	5%	0	0%
<u>Doctoral Programs</u>								
Doctorate in Information Systems	29	29%	16	16%	7	7%	6	6%
Doctorate in Computer Information Systems	10	23%	6	14%	3	7%	1	2%
Doctorate in Computer Science	9	18%	2	4%	0	0%	7	14%
Doctorate in Computing Technology in Education	16	17%	9	10%	6	6%	1	1%
Doctorate in Information Science	*	*	*	*	*	*	*	*

Graduate School of Humanities and Social Science

	Percent of Total Program Enrollment							
	Total Minorities		Blacks		Hispanics		Other Minorities	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Master's in Dispute Resolution	24	36%	16	24%	8	12%	0	0%
Master's in Family Therapy	20	28%	10	14%	8	11%	2	3%
Doctorate in Dispute Resolution	24	25%	20	21%	1	1%	3	3%
Doctorate in Family Therapy	19	25%	8	11%	11	14%	0	0%

*Too few students to provide meaningful data.

Appendix F
Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000
Continued

Farquhar Center for Undergraduate Studies

Bachelor's Degrees	Percent of Total Program Enrollment							
	Total Minorities		Blacks		Hispanics		Other Minorities	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Elementary Education	324	61%	137	26%	185	35%	2	<1%
Exceptional Education	218	61%	124	35%	91	25%	3	1%
Computer Science	37	57%	15	23%	15	23%	7	11%
Computer Information Systems	51	57%	26	29%	18	20%	7	8%
Legal Studies	54	54%	21	21%	28	28%	5	5%
Biology (Life Sciences)	221	52%	68	16%	97	23%	56	13%
Early Childhood Education	34	50%	13	19%	19	28%	2	3%
Accounting	44	50%	21	24%	19	22%	4	4%
Paralegal Studies (Legal Assistant Studies)	27	49%	14	25%	11	20%	2	4%
Professional Management	464	45%	268	26%	181	18%	15	1%
Business Administration	148	42%	69	19%	67	19%	12	4%
Psychology	124	41%	66	22%	48	16%	10	3%
Applied Professional Studies	12	39%	3	10%	9	29%	0	0%
Sport and Wellness Studies	19	25%	9	12%	9	12%	1	1%
Marine Biology [Ocean Studies]	6	17%	0	0%	5	14%	1	3%
Humanities (Liberal Studies)	*	*	*	*	*	*	*	*

*Too few students to provide meaningful data.

Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000
Continued

Health Professions Division

	Percent of Total Program Enrollment					
	Total Minorities	Blacks	Hispanics	Other Minorities	No.	Percent
	No.	Percent	No.	Percent	No.	Percent
Bachelor's in Physician Assistant	21	28%	5	7%	10	13%
<u>Master's Programs</u>						
Master's in Public Health	19	57%	8	24%	4	12%
Master's in Biomedical Sciences	15	43%	2	6%	6	17%
Master's in Physical Therapy	41	31%	10	8%	20	15%
Master's in Occupational Therapy	33	24%	12	9%	14	10%
<u>Doctoral Programs</u>						
Doctor of Pharmacy	291	50%	41	7%	176	30%
Doctor of Optometry	142	36%	13	3%	35	9%
Doctor of Osteopathic Medicine	205	30%	23	3%	50	7%
Doctor of Dental Medicine	123	30%	7	2%	49	12%
Doctorate in Occupational Therapy	*	*	*	*	*	*

*Too few students to provide meaningful data.

Majors Ranked Within Academic Centers by Percent of Students from Minorities in Fall 2000
Continued

Wayne Huizenga Graduate School of Business and Entrepreneurship

	Percent of Total Program Enrollment							
	Total Minorities		Blacks		Hispanics		Other Minorities	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
<u>Master's Programs</u>								
Master's in Health Services Administration	53	63%	27	32%	21	25%	5	6%
Master's in Public Administration	39	58%	30	45%	9	13%	0	0%
Master's in International Business	69	51%	5	4%	62	46%	2	1%
Master's in Human Resource Management	55	43%	41	32%	11	9%	3	2%
Master's in Business Administration	525	42%	278	22%	210	17%	37	3%
Master's in Accounting	34	40%	7	8%	23	27%	4	5%
<u>Doctoral Programs</u>								
Doctor of Public Administration	20	46%	16	36%	2	5%	2	5%
Doctor of Business Administration (all specialties combined)	116	24%	83	17%	18	4%	15	3%
Doctor of International Business	12	23%	5	9%	2	4%	5	10%

	Percent of Total Program Enrollment							
	Total Minorities		Blacks		Hispanics		Other Minorities	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Shepard Broad Law Center								
Juris Doctor	288	29%	90	9%	172	18%	26	2%

*Too few students to provide meaningful data.



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Signature:

Blair Atherton

Printed Name/Position/Title:

Blair Atherton, Ph.D.

Director of Institutional Research

Organization/Address:

Nova Southeastern University
Research and Planning
3301 College Avenue
Fort Lauderdale, FL 33314

Telephone:

(954) 262-5390

Fax:

(954) 262-3970

E-mail Address:

blaira@nova.edu

Date:

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